



TVET UPDATES

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Breaking out of poverty one stitch at a time



Implemented by **giz** Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Key Highlights

Private Sector Engagement

- Strategy for private sector engagement in TVET developed
- Sectoral studies for Punjab, Sindh, KP, FATA conducted
- Sectoral studies for Baluchistan, AJ&K and Gilgit-Baltistan in progress
- Boards of Technical Education & Vocational Training Authorities (TEVTAs) in KP and Sindh reconstituted
- Provincial forums in Baluchistan, Punjab, KP, FATA and Sindh established
- Briefing of sectoral associations in priority economic sectors on the benefits of National Vocational Qualification Framework (NVQF) and Competency Based Training and Assessment (CBT&A) conducted
- Study to review and develop roadmap for functioning of Institutional Management Committees (IMCs) completed
- 3 sectors (Textile, Construction and Hospitality) identified for establishment of Sector Skills Councils (SSCs)

Policy & Governance

- Process to finalize manual for Qualification Awarding Bodies (QABs) and institutes initiated
- NVQF compliance baseline survey completed
- NAVTTC shared the NVQF manuals with stakeholders for feedback and endorsement
- National Skills Information System (NSIS) user satisfaction baseline study completed
- HRD Policy implementation mechanism developed
- Working group established for gender mainstreaming in TVET Sector Support Programme (TVET SSP)
- Demand side data for jobs or skills collected and completed in AJK

Implementation of Reformed TVET

- Strategy to support enrolment against existing CBT&A courses and 21 qualifications from last phase finalized
- Recognition of Prior Learning (RPL) in three sectors (heavy machine operator, mason and auto mechanic) in Sindh, Punjab and ICT launched
- Training Fund announced in Sindh through provincial forum
- Orientation session conducted in Sindh for the potential applicants for Training Fund

Human Resource Development and Teacher Training

- Strategic plan for teachers and assessors drafted
- Assessors qualification reviewed and new competency standards (level-2,3 & 4) notified and training initiated
- Process for development of qualifications for TVET practitioners initiated
- Feasibility study for Centers of Excellence or Centers of Competence completed

Demo model of NVQF registry developed

A targeted radio campaign on private sector engagement in TVET launched

The pilot launch of Recognition of Prior Learning RPL successfully completed by NAVTTC with almost 300 graduates in the trades of mason, motor mechanic and heavy machine operator in Sindh, Punjab and ICT

Database of CBT graduates in Pakistan completed

KP-TEVTA launched RPL assessment in the trades of General Electrician, Welder, AC Technician, Plumber and Machinist

Toll free helpline 0800 888 66 established for increased outreach on CBT&A and RPL

Norway continue to support TVET sector in Pakistan

The Norwegian government has pledged €uro 4.3 million to support the implementation of the ongoing reform in the technical and vocational education and training (TVET) sector of Pakistan. With this new commitment, the Norwegian government will continue to be part of the TVET Sector Support Programme (TVET SSP), which is mainly funded by the European Union and the Federal Republic of Germany.

Starting from April 2011, the first five-year phase of the TVET SSP earlier known as TVET RSP was financed with contributions from the European Union, Germany, the Netherlands and Norway. The total budget of the first phase (2011 – 2016) was € 63 million. With this contribution by Norwegian government the second phase will have an outlay of €57.3 million for another five years.

The second phase of the TVET SSP, launched in Jan 2017, aims at scaling up the reform process based on the national TVET policy and the National Vocational Qualifications Framework (NVQF). Apart from building a strong foundation for a modernized TVET system, the Programme will also support provision of demand driven TVET training to 3,550 teachers, 1,500 assessors, 500 principals from public and 48,500 workforce, of which 30% are inspired to be women.



The Programme aims to support the setting up of five centres of competence or excellence across Pakistan, to improve the quality of teaching method in the TVET sector. The Programme specifically focuses on enhancing the engagement of the private sector in TVET planning and delivery. The Programme will also develop and implement 60 new qualifications for Competency Based Training & Assessment (CBT&A).

Weaving away

Breaking out of poverty one stitch at a time

Women from the underprivileged segments of society are facing multiple challenges and learning new skills or becoming economically are the foremost among them.

On the whole, even skilled and educated women don't end up realising their complete potential as household chores take centre stage. What many fail to realise is that possessing a certain skill and putting it to the right use can create a big difference in incomes.

Ayesha Safdar, 23, a skilled dressmaker from Lahore, is one such example. She has a knack for stitching which has helped her and the family through some of the most difficult times. According to Ayesha, the family came upon hard times after the death of their father. She was the youngest among six sisters and one brother. "Unfortunately, I can no longer stay in school and complete my matriculation," said Ayesha. "That is when I came across the opportunity of enrolling at a vocational training centre in Samanabad." After going through eight months of competency-based stitching and dressmaking classes at the centre, Ayesha now runs her own training centre, teaching young girls from the neighbourhood and taking stitching orders to make ends meet.

This success story may sound simple enough, but has Ayesha faced many

challenges on the way and is still trying to manoeuvre her way out of some problems. To begin with, reaching the vocational centre to attend classes is a challenge as she has to pay for and arrange her own transport. "Even though we get a stipend of about Rs. 2,500 for a six to eight month course, it is hardly enough to meet the relative expenses," Ayesha added.

Ayesha, who is now the sole breadwinner of her family, has four to five girls coming from her neighbourhood to learn the skills to stitch her orders at the vocational centre. "Although I am making money, we barely manage as a family," she said. Speaking about her orders, Ayesha adds customers prefer going to tailors with shops in markets. "Women who stitch at home hardly get any orders." "Since I don't have the space left in the house to bring in more girls, I need to get a bigger space or a shop," she said, hoping to get some funding for her work. Talking about future plans, the woman said that she wanted to

Ayesha received her training under the Competency Based Training and Assessment System which is the latest training approach in Pakistan

carry on with her dressmaking training and classes so she can become a more competitive member of the industry.

Ayesha received training under the Competency Based Training and Assessment System (CBT&A) which is the latest training approach in Pakistan. The system ensures training in quality skills so that market requirements can be met indigenously. Through this approach, people are trained through practical demonstrations and assessed on the basis of their competence. The aim is to train more than 15,500 people in competency-based skills.

Ayesha has a knack for being a dressmaker and has seen her family through the toughest times



The TVET Sector Support Programme is being implemented across Pakistan including Azad Jammu & Kashmir, Federally Administered Tribal Areas and Gilgit Baltistan through following 04 intervention areas;

1

Private Sector Engagement

- Increasing private sector's participation in TVET related decision-making bodies at federal and provincial or regional levels
- Establishment of Sector Skills Councils
- Strengthening of employer-led Institute Management Committees
- Promoting systematic dialogue between public and private sector

2

Policy & Governance

- Implementation of the national TVET policy at federal and provincial or regional level
- Agreements of cooperation between public and private sector
- Quality assurance & management
- Accreditation of TVET institutes

3

Human Resource Development and Teacher Training

- Implementation of NVQF
- Development and implementation of new demand-driven national qualifications through CBT&A
- Setting up Centers of Excellence or Competence for teachers' training
- Training of teachers, assessors and principals of public and private TVET institutes

4

Implementation of Reformed TVET

- Provision of demand-oriented vocational training to youth in Sindh and Balochistan through a special training fund
- Promotion of on-the-job or work based vocational training
- Facilitation of agreements between training providers and enterprises for training delivery

Expected Results (2017-21)

- Establishment of **5** Centers of Excellence or Competence for TVET teachers' training
- Training of **25** Chief Master Trainers and **100** Master Trainers
- Training of **3,800** TVET teachers, **1,500** assessors and **500** principals of public and private TVET institutes
- Accreditation of **200** TVET institutes
- Establishment of **3** Sector Skills Councils
- Development and implementation of **60** new qualifications for Competency Based Training & Assessment (CBT&A)
- Training of **15,500** men and women through CBT&A
- Training of **18,000** men and women through a fund in Sindh & Balochistan
- Issuance of national certificates to **15,000** skilled persons from the informal sector through Recognition of Prior Learning
- Establishment of employer-led Institute Management Committees in **500** TVET institutes
- Implementation of the national **TVET Policy** at federal and provincial or regional level

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TVET Sector Support Programme

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